

## RSHE THEMES YEARS A and B

	Religious	Personal	Social	Health	Economic	Sexual
KS1 Module 1	Religious Understanding  Life Cycles	Religious Understanding Me, My Body, My Health  Life Cycles	Religious Understanding Me, My Body, My Health Emotional Well-Being	Me, My Body, My Health  Life Cycles		Me, My Body, My Health Life Cycles
KS1 Module 2	Religious Understanding	Personal Relationships Keeping Safe	Religious Understanding Personal Relationships Keeping Safe	Keeping Safe		Keeping Safe
KS1 Module 3	Religious Understanding		Religious Understanding Living in the Wider World	Living in the Wider World	Living in the Wider World	
LKS2 Module 1	Religious Understanding  Life Cycles	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles	Emotional Well-Being	Me, My Body, My Health  Life Cycles		Me, My Body, My Health
LKS2 Module 2	Religious Understanding	Personal Relationships Keeping Safe	Personal Relationships Keeping Safe	Personal Relationships Keeping Safe		Keeping Safe
LKS2 Module 3	Religious Understanding Living in the Wider World	Religious Understanding Living in the Wider World	Living in the Wider World			
UKS2 Module 1	Religious Understanding Emotional Well-Being Life Cycles	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles	Me, My Body, My Health Emotional Well-Being	Me, My Body, My Health  Life Cycles		Me, My Body, My Health Emotional Well-Being Life Cycles
UKS2 Module 2	Religious Understanding	Personal Relationships Keeping Safe	Religious Understanding Personal Relationships Keeping Safe	Keeping Safe		Keeping Safe
UKS2 Module 3	Religious Understanding Living in the Wider World	Living in the Wider World	Religious Understanding Living in the Wider World			

## RSHE KEY VOCABULARY

Year 1 & 2	Year 3 and 4	Year 4 only	Year 5 and 6
<p><b>Religious Understanding</b> Father, Son, Holy Spirit, image, Holy Trinity- threebelong, valuable, unique, Kingdom of Heaven, abandon, Sign of the Cross, God the Father, God the Son, God the Holy Spirit</p> <p><b>Me, My Body, My Health</b> hygiene, gender stereotypes, genitalia, penis, testicles, vulva, vagina, urethra, private, balanced diet, positive, negative</p> <p><b>Emotional Well-Being</b> consequences, Garden of Eden, Sacrament of Reconciliation, teenager, elderly person, grief, life cycle</p> <p><b>Personal Relationships</b> appropriate inappropriate, good listener, responsible, jealous, fault, forgiveness, trust, forgiveness</p> <p><b>Keeping Safe</b> good secret, bad secret, threat, private matter, appropriate, inappropriate, PANTS, physical touch, permission, medicines, drugs, alcohol, tobacco un/harmful substance, addictive, nicotine, vaccine, RICE (Rest, Ice, Compression, Elevation)</p> <p><b>Life Cycles</b> birth, lifetime, death, heaven, God's love, teenager, adult, elderly person, natural life cycle, grief</p> <p><b>Living in the Wider World</b> altar server, recycling, graffiti</p>	<p><b>Religious Understanding</b> eternal, conception, synagogue Sacrament of Reconciliation, oils (Catechumens and Chrism), commandments, examination of conscience, inheritance, reconciliation, community of love, mystery of faith The Common Good</p> <p><b>Me, My Body, My Health</b> dis/respect in/appropriate balanced diet</p> <p><b>Emotional Well Being</b> emotions, contentment, uncomfortable masking, emotional well-being media, influence, stereotypes, resilience, self- confidence, peer pressure</p> <p><b>Personal Relationships</b> passed away, adopted, clique, pressure, resilience, harassment exploitation</p> <p><b>Keeping Safe</b> illegal, recreational pharmacy, perception judgement, moderation, carbon monoxide, carcinogens</p> <p><b>Life Cycles</b> see Year 4 only</p> <p><b>Living in the Wider World</b> Caritas, Emmaus, injustice</p>	<p><b>Me, My Body, My Health</b> puberty, milestone, physical growth, emotions, gradual, genitalia, scrotum, breasts, pubic hair, hormones, mood swings, periods</p> <p><b>Emotional Well Being</b> hormones, puberty</p> <p><b>Life Cycles</b> puberty, womb, sperm, Fallopian tube, fertilised, conception, implantation, embryo, foetus, umbilical cord</p>	<p><b>Religious Understanding</b> material needs, the Creed, diocese, solidarity</p> <p><b>Me, My Body, My Health</b> personal hygiene, uterus, erections, ejaculation semen, nocturnal emissions, wet dreams</p> <p><b>Emotional Well Being</b> peer pressure, reframe</p> <p><b>Personal Relationships</b> consent, bodily autonomy</p> <p><b>Keeping Safe</b> bodily privacy, emotional abuse, sexual abuse, violation, honour</p> <p><b>Life Cycles</b> uterus, placenta, sexual intercourse, sperm, sanitary towel, sanitary products, period, cramps premenstrual syndrome (PMS), moodiness bloating, the menstrual cycle, ovaries, egg, lining, fertilisation, obituary, cremation, epitaph, mourning, internment, urn, deceased, crematorium, life everlasting, Reception of the Body, Requiem Mass, memorial, organ donation, consent, boundaries, inadequacy, hormonal, fertility, menstruation, bodily autonomy</p> <p><b>Living in the Wider World</b> Catholic Social Teaching</p>

## PSHE PROGRESSION MAP

Category of Knowledge	Key Stage	Content
Religious Understanding	KS1	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are created <b>individually</b> by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• God has <b>created</b> us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul> <p>Children can <b>describe</b> that:</p> <ul style="list-style-type: none"> <li>• We are part of God’s family</li> <li>• Saying sorry is important and can mend <b>friendships</b></li> <li>• Jesus cared for others and had <b>expectations</b> of them and how they should act</li> <li>• We should love other people in the same way God loves us</li> </ul> <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus’ teaching on who is my neighbour</li> </ul>
	LKS2	<p>Children can explain that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God who is Love, designed in His own image and likeness</li> <li>• God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>• In Baptism God makes us His adopted children and ‘receivers’ of His love</li> <li>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</li> <li>• It is important to make a nightly examination of conscience</li> </ul> <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>• The importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness</li> <li>• That relationships take time and effort to sustain</li> <li>• That we reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul> <p>Children can describe that:</p> <ul style="list-style-type: none"> <li>• God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’</li> <li>• The human family can reflect the Holy Trinity in charity and generosity</li> <li>• The Church family comprises home, school and parish (which is part of the diocese)</li> </ul>

	UKS2	<p>Children can explain that:</p> <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>• Physically becoming an adult is a natural phase of life</li> <li>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</li> </ul> <p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• Ways in which we can participate in God's call to us</li> </ul> <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>• That the Holy Spirit works through us to bring God's love and goodness to others</li> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul>
Me, My Body, My Health	KS1	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That we are <b>unique</b>, with individual gifts, <b>talents</b> and <b>skills</b></li> <li>• That our bodies are good</li> <li>• The <b>names</b> of the <b>parts of our bodies</b> including naming genitalia</li> <li>• That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</li> <li>• Our bodies are good and we need to look after them</li> <li>• What constitutes a <b>healthy lifestyle</b>, including <b>physical activity</b>, dental health and healthy eating</li> <li>• The <b>importance</b> of sleep, rest and recreation for our health</li> <li>• How to maintain personal hygiene</li> </ul>
	LKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</li> </ul> <p><b><u>Year 4 onwards:</u></b></p> <ul style="list-style-type: none"> <li>• What the term puberty means</li> <li>• When they can expect puberty to take place</li> <li>• That puberty is part of God's plan for our bodies</li> <li>• Correct naming of genitalia</li> <li>• What changes will happen to boys during puberty</li> <li>• What changes will happen to girls during puberty</li> </ul>
	UKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</li> <li>• The need for modesty and appropriate boundaries</li> </ul>

		<ul style="list-style-type: none"> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc</li> </ul>
Emotional Well-being	KS1	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another</li> <li>• That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• A language to <b>describe</b> our feelings</li> <li>• In a simple way that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character</li> <li>• Simple <b>strategies</b> for managing feelings and for good behaviour</li> <li>• That <b>choices</b> have <b>consequences</b>; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul>
	LKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that ‘feelings’ alone are not good guides for action</li> <li>• What emotional well-being means</li> <li>• That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>• That talking to trusted people helps emotional well-being (eg parents/carer/teacher/parish priest)</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• That thankfulness builds resilience against feelings of envy, <b>inadequacy and insecurity</b>, and against pressure from peers and the media</li> </ul>
	UKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds <b>resilience</b> against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>• A deeper understanding of the range and intensity of their feelings; that ‘feelings’ are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/ teachers when worried ensures healthy well-being</li> <li>• The difference between harmful and harmless videos and images</li> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> </ul>
Life Cycles	KS1	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That there are natural life <b>stages</b> from birth to death, and what these are – typically naming baby, child, teenager, adult, old age adult</li> </ul>

	LKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents</li> <li>• How a baby grows and develops in its mother’s womb including, scientifically, the <b>uniqueness</b> of the moment of conception</li> <li>• How conception and life in the womb fits into the cycle of life</li> </ul>
	UKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother’s womb</li> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical help on how to manage the onset of menstruation</li> <li>• <b>NON STATUTORY - schools should make their own choices over these:</b></li> <li>• Basic scientific facts about sexual intercourse between a man and woman</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul>
Personal Relationships	KS1	<p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>• ‘Special people’ (their parents, carers, <b>friends</b>, parish priest) and what makes them special</li> <li>• The importance of nuclear and wider <b>family</b></li> <li>• The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>• How their <b>behaviour affects</b> other people, and that there is appropriate and inappropriate behaviour</li> <li>• The <b>characteristics</b> of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind and say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• When we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul>
	LKS2	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <li>• That there are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>• That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other</li> <li>• The difference between a group of friends and a ‘clique’</li> <li>• Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>• Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>
	UKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what those different forms are</li> <li>• That there are strategies that they can adopt to resist pressure</li> <li>• What consent and bodily autonomy means</li> <li>• Different scenarios in which it is right to say ‘no’</li> <li>• How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</li> </ul>

Keeping Safe

KS1

- Children can explain:
- Some **safe** and **unsafe** situations, including online
  - The **difference** between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them
  - How to resist pressure when feeling unsafe
  - That they are **entitled** to bodily privacy
  - That there are different people we can **trust** for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest
  - That **medicines** are drugs, but not all drugs are good for us
  - That alcohol and tobacco are harmful substances
  - That our **bodies** are created by God, so we should take care of them and be careful about what we consume
  - That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade
  - That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999
  - Some basic principles of First Aid

LKS2

- Children can explain:
- That their increasing independence brings increased responsibility to keep themselves and others safe
  - How to use technology safely
  - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others
  - How **to report** and get help if they encounter inappropriate materials or messages
  - How to use technology safely
  - That bad language and bad behaviour are inappropriate
  - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others
  - How to report and get help if they encounter inappropriate materials or messages
  - **To judge** well what kind of physical contact is acceptable or unacceptable and how to respond
  - That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest
  - That medicines are drugs, but not all drugs are good for us
  - That alcohol and tobacco are harmful substances
  - That our bodies are created by God, so we should take care of them and be careful about what we consume
  - That in an emergency, it is important to remain calm
  - That quick reactions in an emergency can save a life
  - How to help in an emergency using their First Aid knowledge

UKS2

- Children can explain:
- That their increasing independence brings increased responsibility to keep themselves and others safe
  - How to use technology safely
  - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others
  - How to report and get help if they encounter inappropriate materials or messages
  - What the term **cyberbullying** means and examples of it
  - What **cyberbullying** feels like for the victim
  - How to get help if they experience **cyberbullying**
  - What kind of physical contact is acceptable or unacceptable and how to respond
  - That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests
  - The effect that a range of substances including drugs, tobacco and alcohol can have on the body
  - How to make good choices about substances that will have a positive impact on their health
  - That our bodies are created by God, so we should take care of them and be careful about what we consume
  - How they may come under pressure when it comes to drugs, alcohol and tobacco
  - That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies

		<ul style="list-style-type: none"> <li>• That the recovery position can be used when a person is unconscious but breathing</li> <li>• That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>
Living in the Wider World	KS1	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they <b>belong</b> to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc</li> <li>• That we have a duty of <b>care</b> for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> </ul>
	LKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> </ul>
	UKS2	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> </ul>